

# **IHE Bachelor Performance Report**

## **Mars Hill University**

**2013 - 2014**

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### **Overview of the Institution**

Mars Hill University is a private, coeducational, residential liberal arts institution located in Madison County in the heart of rural western North Carolina. Mars Hill College was founded in 1856 and has over a 150 year history of being dedicated to academic excellence, students' intellectual and spiritual development, and community service. Mars Hill College proudly became Mars Hill University in August 2013 by offering its first graduate program in elementary education. The first cohort of graduate students enrolled in May 2011.

Mars Hill University has been committed to meeting national and regional program standards. Currently the institution holds regional accreditation through the Southern Association of Colleges and Schools, plus program accreditation by the National Council for Accreditation of Teacher Education; North Carolina Department of Public Instruction (for Teacher Education); National Association of Schools of Music; National Association of Schools of Theatre; Commission on Accreditation of Athletic Training Education; and the Council on Social Work Education.

The University offers degrees and/or programs in 34 areas to approximately 1,124 traditional full-time students plus an additional 250 non-traditional students. The number of declared education majors is 176 with an additional 26 licensure only students, and 27 graduate students. The University has a strong commitment to the preparation of K-12 teachers in thirteen academic/special subjects/specialty areas, including four K-12 add-on licensure programs.

Mars Hill was the first private residential undergraduate institution of higher education in North Carolina to integrate. Currently 36% of new student enrollment and 27% of total student enrollment are minorities, distinguishing Mars Hill as the most racially diverse campus of higher education in western North Carolina. We also cherish our heritage of providing quality education to first-generation and low-income students. The majority of our enrollment comes from the southeast (70% from North Carolina). Our under-graduate students may choose among five bachelor's degrees and 38 majors. The Adult and Graduate Studies department teaches off-site classes in three counties.

### **Special Characteristics**

Mars Hill University provides one of the most highly recognized teacher education programs in western North Carolina. The University offers Bachelor of Arts degrees in Elementary Education, Middle Grades, Integrated Education, Special Education, and ESL, with licensure in Art Education, Spanish, Music Education, English Education, Social Studies Education, Science Education, Health/ Physical Education, and Math Education. As previously stated, the University offered its first graduate program, a Masters of Education degree in

Elementary Education, in May 2011. The first cohort graduated in May 2013 and the third cohort began in May 2013. A new degree program, B.A. Integrated Education, was offered in the Summer 2010 combining Elementary Education and Special Education content areas. This is becoming the fastest growing major in Teacher Education at Mars Hill University.

In the Spring 2014, the Teacher Education Program received a \$282,000 North Carolina Quest Grant from the N.C. Department of Education. This grant “Now What Initiative” was awarded to facilitate training for thirty teachers in Alexander County, North Carolina. The primary initiative of this grant is to increase teachers understanding of research-based interventions/strategies. The grant also affords the opportunity for professors to work in classrooms alongside these 30 teachers over the duration of this 18 month project to ensure fidelity of implementation. The 2+2 Agreements (renamed to Binary Agreements) with Blue Ridge Community College (BRCC) and Asheville Buncombe Technical College (AB Tech) have been expanded to include all education programs at MHU, making a seamless transfer process for BRCC and AB Tech students. The original agreements included only Elementary Education and Special Education.

The Teacher Education Program remains a part of the educational outreach program of the Library of Congress, Teaching with Primary Sources (TPS). This national program emphasizes the integration of digital primary sources and technology in the teaching of the Common Core and Essential Standards. As its forerunner regional pilot program, Adventure of the American Mind (AAM), came to a close in October 2008, TPS continues to provide high quality professional development to pre-service and in-service teachers throughout the region. During its nine year tenure, the AAM program sponsored four graduate technology integration courses for approximately 160 teachers and digital primary source workshops for approximately 1,078 teachers. Since it began in 2009, the TPS program has offered a mix of digital primary source workshops and summer teacher institutes to approximately 1,361 in-service teachers and approximately 597 pre-service teachers. We have greatly expanded our reach to in-service teachers this year (up from 867 in 2012), probably due to the implementation of the NC Essential Standards with its greater emphasis on primary sources.

The Special Education Program was the first in the state to be approved for the SPED General Curriculum, K-12 licensure. Key focus areas are assistive technology, manual communication, and research validated instructional practices for math, reading, positive school-wide behavior support, and responsiveness to instruction with a focus on curriculum based evaluation. There is an ongoing partnership with DPI, other state universities, and professional partnerships with LEAs across the state. The Center for ESL Education was created to provide licensure opportunities for in-service and pre-service teachers. Funded by a U.S. Department of Education grant, the Center was instituted in response to the crucial need for more trained ESL teachers in western North Carolina. Since 2002, the ESL program has received \$785,000.00 in grants to prepare teachers of non-native English speakers. MHU has a long history of making the Teacher Education program available to adults in the workforce through the Adult and Graduate Studies program (AGS). This non-traditional program has provided the opportunity for many teacher assistants and other working adults to obtain degrees and licensure through MHU. In January 2013 AGS opened a permanent site in South Asheville.

## Program Areas and Levels Offered

Elementary Education (K-6<sup>th</sup>); Integrated Education (Dual Licensure in Elementary Education (K-6<sup>th</sup>) and Special Education (K-12<sup>th</sup>); Middle Grades Education (6<sup>th</sup>-9<sup>th</sup>); Secondary Education (9<sup>th</sup>-12<sup>th</sup>) in Social Studies, Math, English, and Science; Special Subjects (K-12<sup>th</sup>) in Music Education, Health/Physical Education, Art Education, Spanish, Special Education (General), and English as a Second Language (ESL); K-12<sup>th</sup> add-on licensure programs in ESL, Special Education, Academically/Intellectually Gifted (AIG), and Reading Specialist. We have two state-certified Reading Foundations trainers and one Mathematics Foundations trainer among our Education faculty. Mars Hill University also has a long history of providing teacher training for school districts throughout western North Carolina and beyond. We have successfully partnered with the North Carolina Department of Public Instruction's School Improvement Project and have provided the N.C. Department of Instruction's Reading, Mathematics, and Writing Foundations trainings for school districts across the state.

## I. SCHOOL/UNIVERSITY/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

### A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Charlotte Mecklenburg Schools (CMS) is the largest school system in North Carolina.	EOG scores indicate that teachers do not know the foundations of teaching mathematics to children with math difficulties.	The Special Education Coordinator was one of a four-member team delivering training to 150 special education teachers (one from each CMS elementary school) to help increase knowledge and understanding of in-service	2013	150 special education teachers.	The data collected was used to ensure that the fidelity of this training was being upheld by all trainers. The data found that the repeated measures $\times$ group interaction (comparing pre and post scores from three groups

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		teachers as it relates to teaching mathematics.			of teachers) was statistically significant, providing evidence for the efficacy of the Foundations of Math intervention.
Presented at the National Exceptional Children Conference.	Presented an article written with NC State colleague to teachers, administrators, and professors.	Math instruction presentation.	April 2013	Approximately 100 participants.	Data provided feedback for improvement of their own understanding of what teachers should know and be able to do regarding mathematics instruction.
State Wide Training for NCDPI on Math Foundations and the Severely Emotionally Disturbed population.	EOG scores indicated that teachers do not know the foundations of teaching mathematics to children with Severely Emotionally Disturbed math difficulties.	The Special Education Coordinator is one of a four-member team developing a state wide course that will be used to increase knowledge and understanding of in-service teachers as it relates to teaching mathematics.	2013		Baseline data has been collected by DPI and ongoing data collection is planned within each LEA. NOTE – This is also on-going with Oakland County Schools M.I.

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		In July all LEA will send 2 to 3 teachers to a Math foundations training. These individuals will be trained to become trainers of the mathematics foundations program.			
School of Inquiry and Life Sciences at Asheville (SILSA) High School. (Asheville City Schools) Partnership was formed 2008-2009.	(a) To increase interaction and exposure of MHU education candidates to students at SILSA and influence graduation rates for high school students. For SILSA, the priority is to partner with a local IHE in order to interact with professors and college students and make campus visits to science and math classes.	(a) Plan Mars Hill University campus visits to math and science classes in fall 2012.	Partnership began 2008-2009 and is ongoing	a)78 SILSA students (sophomores and juniors)	(a) Fall semester SILSA students visited MHU and observed math and science classes and interacted with MHU faculty and students.

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Mills River Elementary	Teachers at MRE wanted to meet the Common Core Standard addressing college readiness.	Students toured the University campus as well as interacted with MHU students during panel discussions regarding college life, majors, academic studies, college sports, etc.	Spring 2014	96 5 <sup>th</sup> graders	The visit was extremely successful as the 5 <sup>th</sup> grade students were very curious and intrigued with college. The teachers and students asked if they could come back again next year.
Isaac Dickson Elementary	After school Program	Student intern tutors	9/11-5/13	15	Students were able to work in areas of SS, drama, reading with K-5 <sup>th</sup> students
North Windy Ridge Elementary	Science	Independent study, ED 326	9/12-12/12	1	Student was able to teach/assess science with 4 <sup>th</sup> grade class
Paw Creek Elementary	Science	Student intern science experiment program	1/13-5/13	7	Students worked with 2 <sup>nd</sup> grade classes to guide/assess science experiments
Woodfin Elementary	Read-aloud program	Children's literature.	Feb. 2012	5	Guest readers shared favorite books with K-5 <sup>th</sup> grade classes

## **B. Brief description of unit/institutional efforts to promote SBE priorities.**

For the 2013-14 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

### **a) All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.**

Last year, several classrooms in Nash Education Hall were upgraded to smart classrooms and one classroom was equipped with a SMARTBoard. In September, instructional technology specialists from a nearby school system provided a technology workshop for education faculty, which included training for use of the SMARTBoard and Web 2.0 tools across the curriculum. This training provided program coordinators and methods course instructors with tools and ideas for integrating instructional technology, which was formerly addressed in a stand-alone course, into the methods classes.

The M.Ed. in Elementary Education program was also redesigned to include a course devoted to digital literacies in which candidates develop digital compositions using cutting edge tools such as animation, games, podcasts, and audio, and will learn how to incorporate digital literacy pedagogies into a dynamic learning environment that suits the individual needs of all students. All secondary and middle grades methods courses also require the use of internet-based primary sources for lesson planning. In all programs, candidates complete field experiences in public schools and are able to observe the use of technology in public school settings and practice using technology in both field experiences and clinical practice.

Candidates in all programs are required to create an electronic portfolio as an exit requirement. The North Carolina Program Approval Portfolio contains an electronic evidence that requires students to use technology to collect data and monitor student progress in order to positively impact student learning outcomes in public schools during clinical practice.

### **b) Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. *Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.***

Over the past several years MHU has worked hard to integrate the Foundations of Reading and Foundations of Mathematics trainings into our curriculum plans of study for Elementary Education, Special Education: General Curriculum and Integrated Education (Elementary Education K-6<sup>th</sup> and Special Education K-12<sup>th</sup> ). These courses are designed to introduce candidates to the knowledge, skills, and procedures needed to provide effective instruction for students with persistent reading difficulties. The principles, techniques, methods, and

strategies presented in this class are based on research-validated instructional strategies. In these courses candidates assess students, plan, and teach comprehensive series of daily instructional lessons which include explicit instructional procedures, activities and materials for teaching Reading (phonemic awareness, letter-sound associations, word identification, spelling, reading fluency, vocabulary, and reading comprehension) and Mathematics (quantity/magnitude, form of a number, numeration, base ten, equality, algebraic and geometric application and proportional reasoning). Within these courses we have already exposed our candidates to pre-and post-published practice tests aligned to these new requirements. We are using data gained from these pre-and post-assessments to continually make changes to our course content.

In addition to providing in-depth coursework and application experiences to the classroom in the areas of Reading and Mathematics, we are collaborating with content experts at MHU to develop content-rich courses to teach, review and explore content related to the Reading and General Curriculum licensure exams.

Currently one of our faculty members is working alongside the North Carolina Department of Public Instruction to develop content-rich virtual training in the area of Mathematics to help prepare candidates for this test. Once completed, this training will be integrated as part of student teaching seminar coursework. We also have a faculty member serving on the standard-setting panel for the New Foundations of Reading Test.

**c) Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement.**

As preparation for the elementary classroom, candidates take an assessment course (ED 455) that instructs them in the delivery and analysis of formative and summative assessments. Through the program's TaskStream assessment system, candidates use technology-based assessment to measure their own progress. During their internship within the public schools, the interns utilize systems available in that North Carolina school district in measuring and predicting student improvement. It is during this time that the students implement a capstone research project of their own, working with a K-6<sup>th</sup> grade student to show positive impact on the student's learning. Technology is a large part of this project.

**d) Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.**

The arts are integrated across the curriculum of the MHU Elementary Education program. This includes the Essential Standards of the Visual Arts, Dramatic Arts, Music, Dance and Movement. These standards are introduced in Introduction to Education (ED 205). In methods courses, Social Studies (ED 325), Science (ED 326), Reading and Writing (ED 421), candidates learn to integrate the arts into lesson/unit plans in the



various subject areas. In addition, Creative Drama in the Elementary Classroom (ED 375), is an opportunity for students to focus solely on incorporating the Essential Arts Standards with the Common Core Standards of Language Arts and Mathematics.

## II. CHARACTERISTICS OF STUDENTS

### A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	2
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	25	White, Not Hispanic Origin	95
	Other		Other	
	<b>Total</b>	<b>26</b>	<b>Total</b>	<b>99</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	1
	Other		Other	
	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>1</b>
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	13
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>14</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	15
	Other		Other	
	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>15</b>

**B. Lateral Entry/Provisionally Licensed Teachers**

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)	1 Secondary Edu-English	
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
<b>Total</b>	<b>1</b>	
Comment or Explanation:		

**C. Quality of students admitted to programs during report year.**

	Baccalaureate
MEAN SAT Total	1,162
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	25
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	527
MEAN PPST-R	180
MEAN PPST-W	176
MEAN PPST-M	178
MEAN CORE-Combined	N/A
MEAN CORE-R	N/A
MEAN CORE-W	N/A
MEAN CORE-M	N/A
MEAN GPA	3.28
Comment or Explanation:	
*-Less than five scores reported.	

#### D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	2	47		4
Middle Grades (6-9)		4		3
Secondary (9-12)	1	7		1
Special Subject Areas (K-12)	3	13		2
Exceptional Children (K-12)		4		
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>6</b>	<b>75</b>		<b>10</b>
Comment or Explanation:				

#### E. Scores of student teachers on professional and content area examinations.

	2012 - 2013 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	11	100
Spec Ed: General Curriculum	4	*
Institution Summary	15	100
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

**F. Time from admission into professional education program until program completion.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	19	23	21	11	1	2
U Licensure Only	1	1				
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	5	1	2	2	3	
U Licensure Only						
Comment or Explanation						

**G. Undergraduate program completers in NC Schools within one year of program completion.**

<b>2012-2013</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	30	80	47
Bachelor	State	4,528	86	59

**H. Top10 LEAs employing teachers affiliated with this University/university. Population from which this data is drawn represents teachers employed in NC in 2013-2014.**

<b>LEA</b>	<b>Number of Teachers</b>
Buncombe Co Schs	201
Henderson Co Schs	84
Madison Co Schs	81
McDowell Co Schs	62
Yancey Co Schs	51
Haywood Co Schs	34
Mitchell Co Schs	33
Asheville City Schs	24
Burke Co Schs	23
Winston-Salem/Forsyth Schs	20
Gaston Co Schs	20

**I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.**

Due to several factors affecting responses, survey results will not be reported at the institutional level this year.

**III. Teacher Education Faculty**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
8	5	7